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Portfolio Reflection

In the following paragraphs, I will describe how my work on the ROMP project and other writing throughout the semester has demonstrated the course goals. I concentrated on the P.A.G.E. model for the audiences and purposes goal, the characteristics and criteria lists for the language and conventions goal, the Literature Review section of the professional genre for the selecting and using evidence to support an argument goal, the song genre for the media and print/non-print genres goal, and the brochure genre for the writing processes goal.

**A. Students will be able to compose for particular audiences and purposes.**

I think that using the P.A.G.E. heuristic (purpose, audience, genre, and engagement) in the interview assignment is the best example to represent this goal. Within the assignment, it states the purpose in a specific paragraph. The audience was other students: to write to them and explain what different jobs are like by way of writing. The genre was just a simple, informative, short essay- it was meant to be that way because we all know that students aren’t going to sit down and be really excited to read a ten page article about a job they don’t intend on ever working in. Finally, there is engagement, which is the personal effect that the author wanted from his/her written work. I realize that the written work of a [social worker](http://comp13b.wikispaces.com/Madison+Dill) might not be the most interesting part of the job, but people who are passionate about this field willingly do it—for the sake of the people/clients that get to help—which was really inspiring to hear. So I wanted to convey to the audience, the other students, just how inspiring and committed social workers are to their jobs.

**B. Students will be able to compose using language and conventions appropriate to genre.**

I think the piece of writing that conveys this goal would be the characteristics and criteria for each genre. Characteristics and criteria are lists of what your writing needs to include and what will also “make it good”. They can help so much when writing specific genres. For example, when writing a brochure you need to know what type of language and what type of conventions fit into one. The characteristics of a brochure include: name of company/service offering, purpose of brochure (to tell what the purpose of the company/service), background [information](http://comp13b.wikispaces.com/DillGenre2), subheadings, contact information, and pictures (company/service/people working/map). The criteria include: captions that match specific pictures, slogan/ mission statement, eye catching, colorful, interesting, neat/organized, short bullet points, and “easy” to read(so it’s not overwhelming). By looking at examples of your chosen genres for this project, it will benefit greatly to know what it needs to include and what will make it good.

**C. Students will be able to read, select, and use evidence critically to formulate and support arguments.**

I chose a section from the professional genre, the Literature Review (History of the Problem), to show my understanding of this goal. This specific piece of writing, for the ROMP project, requires an introduction, insertion, and interpretation (the three "INs") of information. This excerpt from my professional genre shows how I used the 3 Ins within my writing. “Victor Rios’s (Assistant Professor, UC Santa Barbara) book, *Punished: Policing the Lines of Black and Latino Boys*, exemplifies [labeling theory]:

‘Rios examines the way the current aggressive policing strategies have effectively criminalized young boys in poor neighborhoods. Police and parole officers are stationed in schools and community centers, the spaces in which education and mentoring traditionally occur, creating a self-fulfilling prophecy where teens are assumed to be criminals, treated with suspicion bordering on aggression, and watched closely until caught in some criminal act. Is flooding crime-ridden neighborhoods with aggressive policing the right thing to do, sending enforcement to areas where criminal activity is concentrated? Or does sending more police to a neighborhood simply increase the number of people who get caught, closing routes out of that neighborhood by saddling folks with criminal records?’

His work suggests that the effect of young boys being labeled a deviant or criminal was that they, in return, act like a deviant or criminal.” I used this information to support the argument to stop stereotyping teenagers in group homes for troubled teenagers.

**D. Students will be able to interpret and compose in a variety of media and print/non-print genres.**

I have chosen my song genre to show my ability to interpret and compose different types of genres. In the song genre, which is an example of a non-print genre, I used part of the C.R.A.P model (contrast, repetition, alignment, and proximity): which is a writing tool used to show how to improve writing styles within print/non-print genres.. In the song, specific lines have been repeated. For example,

“[verse 1]

ya ever feel like,

you ain’t ever gonna know a thing?

yeah-e-yeah

ya ever feel like,

you’re falling into an endless pit?

yeah-e-yeah

ya ever feel like,

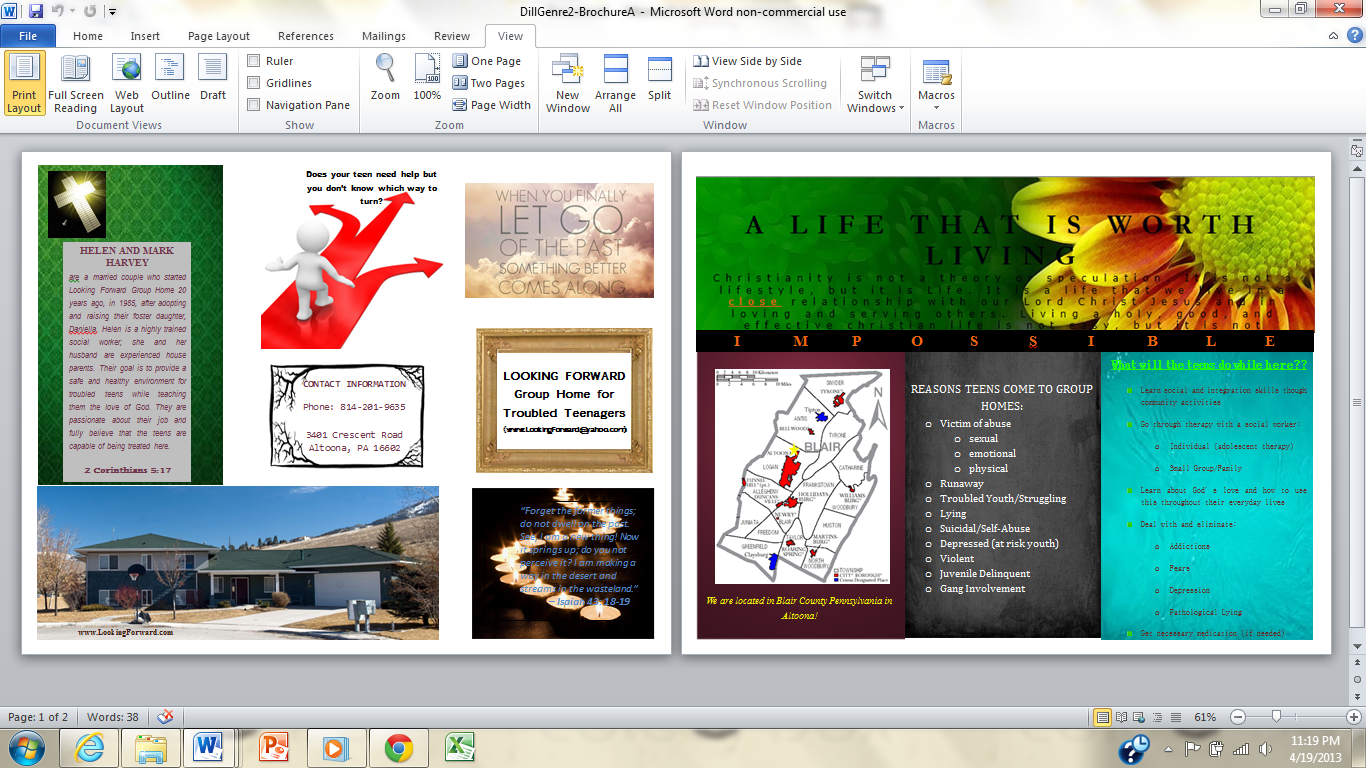
your life is on a hold?

oh-no-no”

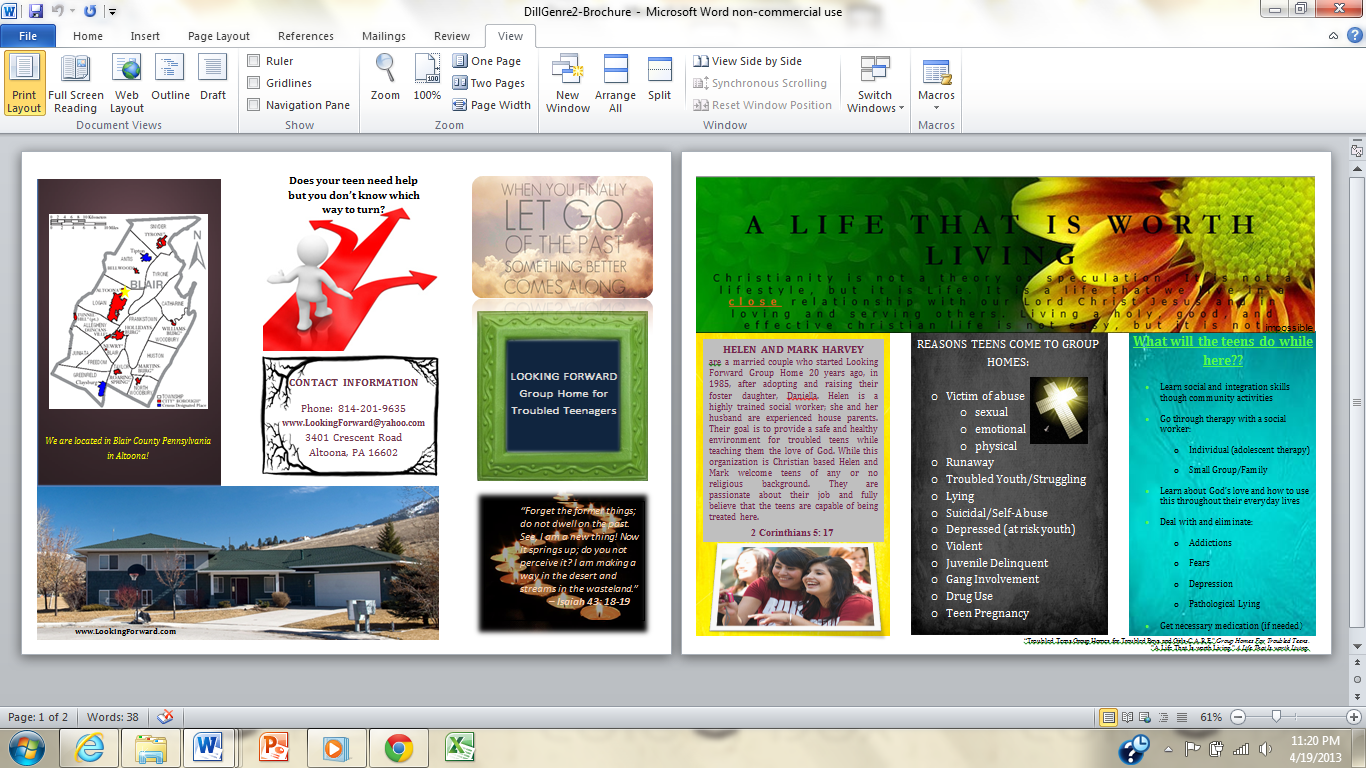
The purpose of this repetition is to add a memorable factor to this song and also it emphasizes a certain part to this genre.

**E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.**

The brochure genre best demonstrates this final goal. This goal is about the ‘writing process’ and having to edit what was already written. I had to write a few different drafts of this specific genre based on peer review and other feedback given to me by Professor Sherry. I took all of the advice and constructive criticism in and revised my brochure. I corrected grammatical errors, improved content, and adjusted the layout in order to make my writing better. The following pictures demonstrate these revisions.



**Draft 1**



**Final Draft**

Draft 1

The topic of group homes for troubled teenagers is very important to me, because I want to work in one after I graduate. I love the potential that the teenagers possess by going through the group home process. I want to be a part of those experiences. I realized that I wanted to do this with my life through working as a counselor at a Christian camp. It really surprised me how many people don’t realize how many teenagers are in ‘out-of-home-care’ but I’m glad to have proof that people really do care about them regardless of their ignorance. I found the most difficult genre to write was the professional genre because it was broken into steps. I understand that that was to make it easier and less overwhelming but I’m the type of person who wants to get things done as soon as possible. So dragging out the writing process made me stress out even more about this project. I thought the diary entry genre was the most rewarding to write because I was able to create a character that is dynamic and has to be able to adapt. I want others to read it and realize that that story is possible! Since I’m a pre-social work major I will definitely come across this topic again and this type of writing. I will probably have to write different articles and potentially write some brochures for my future workplace. The part that is really exciting to me is that the teenagers that I help will have these types of positive experiences throughout attending group homes!!